

# Inspection of Brockholes Church of England Voluntary Controlled Junior and Infant School

Brockholes Lane, Brockholes, Holmfirth, West Yorkshire HD9 7EB

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Inspection dates: 13 and 14 December 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Outstanding

## **What is it like to attend this school?**

Pupils are proud to 'Be bold, go for Gold' in this friendly and inclusive school. They are safe and happy. As a result, they are in school every day. The school is ambitious for pupils to achieve highly. Pupils achieve extremely well.

Leaders have high expectations for behaviour. Pupils' behaviour is exceptional in lessons and around school. They value the rewards for their achievements. Pupils know adults care for them. Bullying is rare. Any concerns are quickly dealt with.

Children in early years get off to an exceptional start. They show high levels of concentration and enjoyment as they work and play. Every learning activity is purposeful. Staff take every opportunity to encourage the development of communication and language. During the inspection, children confidently took part in the nativity, singing and dancing for their parents.

Pupils have many opportunities to develop their interests in a variety of clubs and activities, such as football, multi-sports and outdoor adventurous activities. Pupils enjoy the different clubs for art, the book club, dance and choir. A series of local trips and residential provide new experiences.

## **What does the school do well and what does it need to do better?**

From early years and throughout the school, staff have developed a broad and ambitious curriculum. It is very well sequenced, so that pupils' knowledge is secure and builds highly effectively over time. Pupils know and remember in great depth across the curriculum. They are proficient in making links in their learning. Pupils' standard of work is impressive, including pupils with special educational needs and/or disabilities (SEND). Teachers receive training to adapt learning to ensure pupils with SEND learn alongside their peers. Pupils make strong progress and achieve highly.

Teachers have strong subject knowledge across the curriculum. They plan learning to create interest and curiosity in pupils. Teachers use questions very skilfully to check pupils' learning. They identify misconceptions and rectify them quickly. Teachers use assessments to check pupils retain important information. Pupils articulate their understanding with confidence. They show excitement about their learning and are keen to show what they can do.

The school has invested in making reading a high priority. The promotion of reading ensures pupils strive to read widely and often. All staff receive regular training, so that they know how to teach pupils to read. Children begin to learn phonics when they start in Reception. Staff model the pure sounds and pupils copy them with accuracy. Any pupils who fall behind get the support they need to catch up quickly. This includes pupils with SEND. Pupils practise their reading using books matched to their ability. As a consequence, pupils are quick to develop their confidence and fluency as readers.

Children in early years learn with enthusiasm. Adults have taken account of children's interests and plan exciting activities. Children develop strong knowledge in all areas of learning. For example, in mathematics children are proficient in subitising and often go beyond numbers they should know. The well-established routines help children to feel secure about their learning. Their behaviour is exemplary. The school involves parents, so they know how their child learns the curriculum. Children have the skills and knowledge they need to access learning in Year 1 with great confidence.

The visits to a variety of places of worship help pupils to understand about different beliefs and cultures. Pupils know it is important to be respectful and tolerant. They learn how to be safe online. Pupils learn about first aid and how to care for their physical and mental health. The 'Mental Health Squad' brings together staff, parents, pupils and governors to focus on supporting others.

Pupils relish taking on responsibility and develop their leadership skills as members of the school council, eco committee and worship group. Older pupils become trained 'buddies' to help their peers. Older pupils talk with delight about their role as buddies to the younger children. Strong, positive relationships among staff and pupils are evident across the school.

Governors have the skills and knowledge to provide a balance of challenge and support. They hold leaders effectively to account. Staff are extremely proud to work at the school. Everyone supports one another. Leaders ensure workload and well-being are high priority. Staff feel valued.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise

meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	107713
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10315540
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Lesley Conway
<b>Headteacher</b>	Clare Thomas
<b>Website</b>	<a href="http://brockholes.schooljotter2.com/">http://brockholes.schooljotter2.com/</a>
<b>Dates of previous inspection</b>	11 and 12 December 2012, under section 5 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During this inspection, inspectors held meetings with the headteacher, senior leaders, teachers and pupils.
- The lead inspector met with the members of the governing body. She also spoke to the local authority representative and the diocese representative.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, history and science. In each subject, inspectors met with subject leaders, talked to pupils, visited lessons, spoke to teachers and looked at samples of pupils' work. An inspector met the subject leader for physical education and spoke to pupils. The lead inspector listened to some pupils read to adults they know.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspection team took account of a range of other information, including the school's development plans and self-evaluation, policies and minutes from governors' meetings.
- Inspectors considered the responses to the Ofsted Parent View survey and the free-text comments that were submitted. They also took account of the confidential pupil and staff surveys and gathered the views of both pupils and staff throughout the inspection.

### **Inspection team**

Louise Greatrex, lead inspector

Ofsted Inspector

Andrew Gibbins

His Majesty's Inspector

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